

# Utah CGP-Closing the Gap Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Hillcrest Jr. High District Murray

Target Group: 9th grade students failing classes (last names A-J) - low achievement

Target Group selection is based on the following data/information/school improvement goal: Grades at midterm and final term grades; Improve/increase learning

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders: , "	Start/End Dates	Projected # of Students Impacted
9th grade students pass all academic subjects	Students develop skills to graduate from high school and can plan for a career in their future. Achieve school success.	Counselor meet with each failing 9th grade student & contact parents at every midterm. Go over grade sheets, make suggestions, enroll students in After School Learning Center, tutoring program, Mentoring/tracking, Remediation	Study Skills handouts, After School Learning Center, After School tutoring program, Student planner/tracking sheet, 1 Counselor, 1 Mentor, 1 Social Worker	Track grades for school year - midterms & final grades for 9th graders (last names A-J)	Oct 4, 2004 (1st term midterm) through end of school year June 9, 2005	100 approx

Jennifer Arington  
Principal's Signature

Oct. 20, 2004  
Date

\*Internal - teachers  
Oct. 2004  
Date of Staff Presentation

Wendy Stott  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

**ENTERED**

# Hillcrest Junior High School

## Comprehensive Guidance Student Improvement Action Plan

### 2004-2005

August 18, 2004

#### Goal #1

**Monitor and conference with 9<sup>th</sup> grade students floundering in academic courses quarterly.**

Rationale: 7<sup>th</sup> and 8<sup>th</sup> grade teacher teams have reported an inordinate amount of academic and behavioral concerns during the 2002-2004 school years. These students will be earning high school credit during the 2004-2005 school year. We feel that it is vital that students use their time effectively during their 9<sup>th</sup> grade year. It is imperative that 9<sup>th</sup> grade students be thinking about earning high school credit ( no "Fs" in core classes) and be prepared to pass the UBSCT to be on track toward earning a high school diploma.

Action Steps	Persons Responsible	Timeline	Communication with stakeholders	Evaluation: Baseline measures and improvement
1. Print mid-quarter failing report for 9 <sup>th</sup> grade students.	Counseling staff	Four times yearly. Each grading period. At mid-term report time.	Individual face to face conference with students who are failing.	Previous data non existent due to first year in process. Examining % students conferenced with who are failing core academic classes.

# Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

school Hillcrest Jr. High

District Murray

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
N. Stott	9th grade students failing classes (last names A-J)	SIS Low achievement List / Study Skills handouts, 1 mentor, 1 social worker, student planner, student "tracker" forms, Learning Center, tutoring program, remediation.	Oct 4, 2004 (1st term midterm) through May 9, 2005	Number of students varied according to term/quarter. * $\approx$ 60 students about 8% of population	It appeared that meeting with students and parent contact decreased frequency of failing grades.	Data suggests that conferencing/conversations yielded roughly a 50 to 60% decline in failing grades. * see attachments	Continue this strategy with 9th grade students. If time permits, expand to 7th + 8th grade students

Jennifer Curington  
Principal's Signature

6/13/05  
Date

10/5/04  
Date of Staff Presentation

Wendy J. Stott  
Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation

**Hillcrest Jr. High**  
**9<sup>th</sup> Grade Student Achievement**  
**Result/Data Summary**  
**2004-2005**

My goal this year was to monitor the academic progress of 9<sup>th</sup> grade students (last names A - J). I was able to conference with failing 9<sup>th</sup> grade students (A - J) at midterm time during quarters 1, 2, and 4. During these meetings I would go over current grade sheets with each student, discuss high school credit/graduation requirements, give study skill suggestions, and call their parents. I would encourage students/parents to enroll their students in the after school Learning Center to make up work, and to enroll in the after school tutoring program for extra help. I would also give the students tracking sheets to help them keep organized and to let parents know their progress on a daily basis. I would inform students/parents of failed core classes that needed to be remediated. I would also refer students to our school mentor or school social worker, to help with school organization and performance.

During term 1, there were 25 (A - J) ninth grade students failing classes at midterm. I met with all of these students and contacted their parents. At the end of this term, 13 (52%) of these 25 students had improved and had no failing grades. Three (12%) of the 25 students decreased the amount of F's they had. Eight (32%) of the 25 students ended up failing the same classes as they were at midterm. One (8%) of the 46 students ended up failing more classes than he/she was at midterm.

During term 2, there were 46 (A - J) ninth grade students failing classes at midterm. I met with all of these students and contacted their parents. At the end of this term, 28 (61%) of these 46 students had improved and had no failing grades. Eleven (24%) of the 46 students decreased the amount of F's they had. Five (10%) of the 46 students ended up failing the same classes as they were failing at midterm. Two (4%) of the 46 students ended up failing more classes than they were at midterm.

During term 3, there were 43 (A - J) ninth grade students failing classes at midterm. I wasn't able to officially meet with students or contact parents this term—I was involved with TLC presentations and Reality Town preparation lessons. It was interesting for me to note the results for this term. At the end of 3<sup>rd</sup> term, 17 (40%) of these 43 students had improved and had no failing grades. Eight (19%) of the 43 students decreased the amount of F's they had. Thirteen (30%) of the 43 students ended up failing the same amount of classes they were failing at midterm. Four (9%) of the 43 students ended up failing more classes than they were at midterm. One student (who didn't have any failing grades at midterm) received a failing grade for the term.

During term 4, there were 50 (A - J) ninth grade students failing classes at midterm. I met with all of these students and contacted their parents. At the end of this term, 27 (54%) of these 50 students had improved and had no failing grades. Ten (20%) of the 50 students decreased the amount of F's they had. Eleven (22%) of the 50 students ended up failing the same classes as they were failing at midterm. Two (4%) of the 50 students ended up failing more classes than they were at midterm.

After comparing the results of terms 1, 2, and 4 (when I conferenced with failing 9<sup>th</sup> grade students and parents) to term 3 (when I didn't conference with students and parents), I feel that conferencing with students and parents helped to improve students' academic performance. In terms 1, 2, and 4 fifty to sixty percent of the students I had met with raised their grades and had no F's for the term. Term 3 the percentage of students who ended up with no F's went down to 40%.

# Utah CGP- Closing the Gap Results Repo. [Small Group] 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Hillcrest Jr. High

District Murray

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
J. Warton	LEP students ? LEP support staff.	Regular Curriculum ? LEP Pull out materials	8-31-04 ↓ 6-9-05	~39 some students have transitioned out.	Check passing grades in core classes. Examine IPT Data to measure Δ's in English competency. Use 9-04 testing as baseline for start.	We need to examine Δ in LEP performance on 9-05 IPT testing to measure English acquisition. Also, compare academic part from 04-05 to 05-06 to see Δ.	Implications are that if LEP students we recognized and given appropriate accommodations they can be successful in English based curriculum.

Jennifer Carver  
Principal's Signature

6-13-05  
Date

1-20-05  
Date of Staff Presentation

adapted from the ASCA National Model: A Framework for School Counseling Programs

Prepared By

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation



**ENTERED**



# Hillcrest Junior High School

## Comprehensive Guidance Student Improvement Action Plan

### 2004-2005

August 18, 2004

#### Goal #2

**Monitor ELL student progress quarterly. Conference with ESL faculty and support staff quarterly.**

**Rationale:** In an effort to better serve our ELL students, we feel the need to explicitly set a goal to monitor their performance. By setting a goal to do this, HJH Counseling Center will be proactive in helping ELL students to be successful at Hillcrest Junior High School.

Action Steps	Persons Responsible	Timeline	Communication with stakeholders	Evaluation: Baseline measures and improvement
Print mid-quarter progress reports for our active ELL students.	Counseling staff	Four times yearly. Each grading period. At mid-term report time.	ESL support staff meetings.	Previous data non existent due to first year in process. Baseline will be LPL level of student at beginning of school year.
Meet with A and B level ELL students at for a mid-term review.				
Establish a new ESL Support Team meeting schedule. Counselors will meet with teacher teams and ESL support staff at least quarterly.	Counseling staff	Four times yearly. Each grading period. At mid-term report time.	ESL support staff meetings.	Previous data non existent due to first year in process.

# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Riverview Jr. High District Murray

Target Group: (whole school, entire class) whole school through Advisory class period

Target Group selection is based upon the following data/information/school improvement goals: office referrals -

# & type of school climate ; DRSL #3 become responsible citizen  
School Improvement Plan

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students develop desired character traits: Good Citizenship Effort Caring Respect Honesty Responsibility Appreciate diversity	DRSL: Personal & Social Responsibility <ul style="list-style-type: none"> <li>• patriotism</li> <li>• respect for self &amp; others</li> <li>• honor diversity</li> <li>• core values (respect, honesty, tolerance, caring)</li> <li>• personal skills of time management, perseverance, self-discipline, goals &amp; planning</li> </ul>	Advisory class teachers choose "rep" to Attend weekly training and present mini-lessons to class 3 times a month. Once a month, student gives thought on theme during morning announcements.	Character Ed files and materials. Work for teacher support w/ program. Plan training for character ed. reps.	# & type of school referrals for behavior  Year-long participation of character ed. reps showing improvement.	Sept. 7 - May 25	820 +

*Anna Ball*  
Principal's Signature

1/09/05  
Date

Staff Training Aug. 23, 2004  
Date of Staff Presentation

Cathy Hansen  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Riverview Jr. High District Murray

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Cathy Hansen Earl Kauffman	Whole School received 20 char ed lessons 36 students presented lessons to Advisory Classes	Cathy Hansen wrote 20 char ed lessons using commercial curriculum and State prepared lessons Also, 8 morning Announcements	Sept. '04 May '05	814 total students participated in char. ed. lessons in the three school Advisory classes during the year.	30 of 36 character ed reps remained in the program the entire year and were recognized at Awards Night.	The number of behavior referrals has gone up. However, only 276 students are responsible for 996 incidents in 2 years.	Participation in char. ed. lessons and activities firmly planted good character in school climate.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation



## CHARACTER ED. SCHEDULE 2004-5

**Plan:** Advisory teachers will select a student to serve as "Character Ed. Rep" for the school year. Reps will attend an orientation meeting on Oct. 1<sup>st</sup>, and then will attend a training meeting the day before lessons are to be presented in advisory, ie. training meetings Tuesday mornings during advisory, lesson taught Wednesday in class. Reps who fulfill their responsibilities earn an award given in May during the Awards Night program.

**Themes and Lessons:** (Please make curriculum connections when possible that reinforce monthly themes.)

### **September: Rebel Rules/ Planner Use/ School expectations**

These themes are taught by advisory and classroom teachers.

### **October: Good Citizenship**

6 --- Thought

13 -- Lesson

20 -- Lesson

27 -- Lesson

### **November: Effort/ Do Your Best**

3 --- Thought

10 -- Lesson

17 -- Lesson

24 -- Lesson

### **December: Caring For Others**

1 --- Thought

8 --- Lesson

15 -- Lesson

22 -- Lesson

### **January: Respect for Self & Others**

5 --- Thought

12 -- Lesson

19 -- Lesson

26 -- Lesson

## **February: Con't. Caring & Respect**

2 --- Thought

9 --- Lesson

16 -- Lesson

## ***March: Honesty***

2 --- Thought

9 --- Lesson

16 -- Lesson

23 -- Lesson

## ***April: Responsibility***

13 --- Lesson

20 --- Lesson

27 --- Lesson

## **May: Appreciate Diversity**

4 --- Thought

11 -- Lesson

18 -- Lesson

25 -- Lesson

**Selected Infraction Totals--All Students 2003**

6/14/2005

Between 8/20/2004 and 6/14/2005

OFFENSE	NUMBER OF OCCURRENCES	OSS	ISS
Assault	3	0	0
Behavior	428	20.65	0
Bullying	25	1	0
Cheating	8	7	0
Discrimination/Harassment - Sexual	8	4	0
Disparaging or Demeaning Language	23	0	0
Disrespectful Conduct or Speech	9	0	0
Disruptive Speech or Conduct	4	0	0
Fighting	31	42.5	1
Insubordination	3	1.5	0
Property Damage	9	2	0
Safe Schools	6	225	1
Stealing and/or Burglary	17	9.5	0
	574	313.15	97.05

574  
2004-5422  
2003-4

## COMMON INFRACTIONS

Tuesday, June 14, 2005

OFFENSE	No.	
Assault	4	
Behavior	717	
Bullying	54	
Bus Misconduct	28	
Cell Phone/Electronic Device	44	
Cheating	10	
Computer Violation	7	
Discrimination/Harassment - Racial	1	
Discrimination/Harassment - Sexual	25	
Disparaging or Demeaning Language	30	
Disrespectful Conduct or Speech	24	
Disruptive Speech or Conduct	15	
Dress Code	49	
Drugs/Alcohol	24	
False Alarms	3	
Fighting	60	
Gang Affiliation	3	
Graffiti	4	
Insubordination	8	
Lunchroom	92	
Misc	54	
Property Damage	14	
Public display of Affection	20	
Safe Schools	6	
Snowball	18	
Spitting	7	
Stealing and/or Burglary	28	
Sub Abuse	25	
Tardies	87	
Tobacco	6	
Trespassing	6	
Truancy	187	
Verbal/Written Threat	11	
Victim	27	

## ***COMMON INFRACTIONS***

Tuesday, June 14, 2005

OFFENSE	No.
Weapons	10
Witness	5



# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

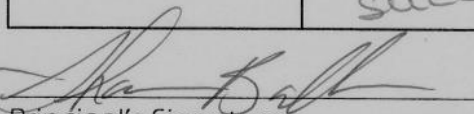
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Riverview JHS District Murray

Target Group: low Academic Achievement (failing 2 or more Core Classes)

Target Group selection is based on the following data/information/school improvement goal: grades at midterm and final term grades; improve/increase learning (school mission is to promote learning)

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students pass all core Academic Subjects	Students develop skills and habits to graduate from high school and plan for a career in their future. Achieve school success.	Counselors meet individually with each Student failing 2 or more core classes at every midterm and at the end of every term. Go over gradesheets, make suggestions staff to tutoring, mentor, etc. as needed. Talk to parents.	Study Skills handouts. 2 counselors 1 mentor 1 social worker 2 study skills classes After school tutoring program Planners parent meetings	Track grades for school year — midterms & final grades for students who have failed 2 or more core subjects.	Oct. 4 - 1st term midterms through end of school year, June 9	100-150 approx

  
Principal's Signature

1/04/05  
Date

Oct. 2004  
Date of Staff Presentation

Cathy Hansen  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

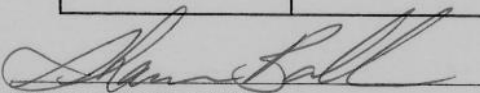


# Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Riverview Jr. High District Murray

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Cathy Hansen  Earl Kauffman	Students who chronically fail 2 or more core classes	list of suggestions for improvement plus Student Planner e-mail grade access	Sept 2004- June 2005 midterms & final term grades	204 students grades 7-9 received help due to failure in core classes	low achievement lists: all 4 midterms and 3 terms final (4th term available for only)	4th term Gr. 7: 29 Gr. 8: 38 Gr. 9: 29 Total: 96 Reduced # of students failing core classes 4th term	More personal attention and intervention helped to reduce failure in final term

  
Principal's Signature

6-14-05  
Date

Fall Inservice '05  
Date of Staff Presentation

Cathy Hansen  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

# SUCCESS!



YOU CAN IMPROVE YOUR GRADES 2<sup>ND</sup> TERM USING  
THESE TIPS FOR SUCCESS:

1. Use your planner daily in classes with homework/tests: write exact assignment, and when it is due.
2. Check your planner at your locker before leaving school and put everything you need to do your homework in your backpack.
3. Homework Hour: Choose an hour to use each night as your homework and study time. Just DO IT! Complete every assignment, in every class, every day for good grades! A "zero" score in even one or two assignments will greatly damage your grade for the whole term.
4. To improve test scores, take notes during class lectures and while reading the textbook, such as notes on new vocabulary and main ideas. Study these notes for three nights before the test — just 20-30 min. a night. You will remember the most important information.
5. Prepare to enjoy school and live with happy parents. Your grades are going to improve!